



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Wednesday, February 29.**

Pearson Scott Foresman Reading Street Grade 6:

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	24. Are directions for differentiating instruction specific?	<i>Reading Street</i> provides specific directions for differentiating instruction and meeting the needs of all students. Differentiation in <i>Reading Street</i> follows the Response to Intervention model.	For specific information on and directions for differentiating instruction, see <i>First Stop on Reading Street Grade 6</i> , pages 67–72.



<p>Instructional Design</p>	<p>27. Are enrichment activities included for advanced students?</p>	<p>Enrichment activities for advanced students are included as part of the small group instruction for the leveled readers. Every nonfiction advanced leveled reader includes a “Now Try This” activity that is designed to extend the concept presented in the leveled reader and provide advanced students with an extension activity that moves beyond the information provided in the leveled reader.</p>	<p>For examples of enrichment activities for advanced students, see “Now Try This” on the last two pages of any of the nonfiction advanced leveled readers. The following titles are included as examples.</p> <ul style="list-style-type: none"> • Unit 1, Volume 2, Week 4: <i>Tribes of the Amazon Rain Forest</i> • Unit 1, Volume 2, Week 5: <i>Speaking for Wolves</i> • Unit 2, Volume 1, Week 1: <i>Elements in Our Universe</i>
<p>Instructional Design</p>	<p>31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?</p>	<p><i>Reading Street</i> offers professional development for all teachers on how to best implement the program in any classroom.</p> <p>The <i>First Stop on Reading Street</i> teacher resource includes support and guidance for teachers on how to organize instruction, as well as their classrooms.</p>	<p>For examples, see <i>First Stop on Reading Street</i> Grade 6, pages 38 and 39.</p>



Phonics	11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	Fluency instruction and practice at grades 4–6 in <i>Reading Street</i> focuses on accuracy, pace/rate, and expression/prosody.	See <i>First Stop on Reading Street Grade 6</i> , page 12 for research support for fluency instruction and page 41 for instructional suggestions.
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<p>Phonics</p>	<p>13. Does the program provide a teacher think-aloud strategy to aid in multisyllabic word analysis?</p>	<p>In <i>Reading Street</i>, instruction in word-analysis strategies for multisyllabic words is a component of spelling instruction. The strategy is introduced in the day 2 instruction. Teacher think-aloud strategies are provided on days 3 and 4.</p>	<p>For examples, see the following <i>Grade 6 Reading Street Teacher's Edition</i> pages.</p> <ul style="list-style-type: none"> • Unit 2, Volume 1, page 195e, 201c • Unit 3, Volume 1, page 381e, 389c
<p>Phonics</p>	<p>15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant –le)?</p>	<p>In <i>Reading Street</i>, explicit instruction in syllable types is an instructional focus at grades K–3. At grades 4–6, syllable instruction is component of the weekly spelling instruction and is focused on, among other strategies, spelling multisyllabic words, final syllables, inflected endings, possessives, and words with unusual spellings.</p>	<p>For examples, see the following <i>Grade 6 Reading Street Teacher's Edition</i> pages.</p> <p>Unit 1, Volume 1, p. 93c, 101e, 107c</p> <p>Unit 2, Volume 1, p. 189c, 195e, 201c</p> <p>Unit 3, Volume 1, p. 345c, 351e, 359c</p>



Phonics	17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?	In <i>Reading Street</i> , advanced phonics skills are taught explicitly in weekly word analysis lessons and weekly spelling lessons. Word analysis lessons focus on specific word-structure skills. Spelling lessons focus on grapheme-phoneme knowledge (alphabetic knowledge) and begin at the sound level and then move to structure and meaning. All lessons involve using words in context.	For examples, see the Grade 6 Teacher’s Edition, Unit 3, Volume 1 , page 394c and Unit 4, Volume 1 , page 86c (word analysis) and Unit 3, Volume 1 , pages 345c and 371c (spelling).
Phonics	18. Does the program include spelling strategies (e.g. word sorts, categorization activities, word-building activities, and word analogies)?	Spelling strategies are explicitly taught with each weekly spelling lesson. A pretest is administered on day 1, instruction is provided on days 2–4, and a posttest is administered on day 5. Activities to practice the weekly generalization, such as word sorts, categorization, grouping, etc., are provided with instruction on days 2–4. Additional practice is provided in the Reader’s and Writer’s Notebook.	For examples, see the following Grade 6 Reading Street Teacher’s Edition pages. <ul style="list-style-type: none">• Unit 2, Volume 1, page 245c• Unit 6, Volume 2, page 431c• Unit 3, Volume 1, page 345c



Fluency	5. Does fluency instruction include cumulative review?	Fluency instruction in Reading Street includes daily instruction and practice of a specific fluency skill. A weekly cumulative review and assessment is provided on day 5 each week.	For examples, see the following <i>Reading Street Teacher's Edition, Grade 6</i> pages (or similar pages in each unit and volume across the grade). • Unit 1, Volume 1 , pages 49j, 79j, and 107j • Unit 1, Volume 2 , pages 137j and 169j
Fluency	22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?	<i>Reading Street</i> provides instruction for assessing fluency and words correct per minute in order to determine independent, instructional, and frustrational reading levels. A Fluency Progress Chart, Weekly Assessment Charts, and unit-level information for assessing and regrouping are provided to help teachers monitor student progress and make informed decisions about students' reading levels and grouping options.	For information about determining reading levels, see <i>First Stop on Reading Street, Grade 6</i> , pages 47-60.



Fluency	24. Do students have opportunities to time themselves and graph results after rereading the same text?	Reading Street includes a grade level Fluency Progress Chart for students to graph their progress in developing reading fluency across the year.	For an example of the Fluency Progress Chart, see <i>First Stop on Reading Street, Grade 6</i> , page 53.
Fluency	26. Are students taught a specific error correction to use when reading with a partner?	Daily fluency lessons in <i>Reading Street</i> provide teachers suggestions for corrective feedback that students can use with the teacher or when reading with a partner.	For examples, see the following <i>Reading Street Teacher’s Edition, Grade 6</i> pages. • Unit 2, Volume 1 , pages 178–179 and pages 180–181. • Unit 3, Volume 1 , pages 332–333 and pages 334–335



<p>Professional Development</p>	<p>1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?</p>	<p>Reading Street provides a variety of resources for professional development that allow teachers to learn new concepts and practice these. Pearson believes that scheduling training and development and determining how much time is necessary for effective professional development should be left to the discretion of the individual district or school.</p>	<p>Professional development resources in Reading Street include the following:</p> <ul style="list-style-type: none">• First Stop on Reading Street, Grade 6• Instructional support notes in the teacher's edition that address whole class, small group, and ELL instruction• Teacher's edition instructional scripting and modeling of skills and strategies• MyPearsonTraining.com (free online professional development available 24/7)
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<p>Professional Development</p>	<p>2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?</p>	<p>Reading Street offers professional development for all teachers, coaches, administrators, and peers on how best to implement the program in any classroom.</p> <p>The First Stop on Reading Street teacher resource includes support and guidance for teachers on the research base of the program and best instructional practices on Phonics, Phonemic Awareness, Word Structure, Fluency, Vocabulary, Comprehension, Writing, Assessment, Differentiated Instruction, and 21st Century Skills. Additionally, First Stop supports teachers by providing professional development on how to best meet the needs of the English Language Learners in their classrooms.</p> <p>The First Stop on Reading Street, Grade 4 includes a Teacher Resource section with more support for oral vocabulary lists, tested vocabulary lists, glossary of reading terms, reteach lessons, student progress reports, and titles of the grade-level leveled readers.</p>	<p>For examples, see First Stop on Reading Street Grade 6:</p> <p>Section 1: Research into Practice on Reading Street, pp. 9–36 Section 2: Guide to Reading Street, pp. 37–46 Section 3: Assessment on Reading Street, pp. 47–60 Section 4: Writing on Reading Street, pp. 61–66 Section 5: Differentiate Instruction on Reading Street, pp. 67–72 Section 6: English Language Learners on Reading Street, pp. 73–100 Section 7: Customize Literacy on Reading Street, pp. 101–120 Section 8: 21st Century Skills on Reading Street, pp. 121–128 Teacher Resources for Grade 6, pp. 129–229</p>
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<p>Professional Development</p>	<p>3. Are teachers taught how to administer and interpret assessments that accompany the program?</p>	<p>Assessment in <i>Reading Street</i> is designed to be integrated with instruction to keep students on the path to reading success by informing instruction. Detailed instructions for administering all program assessments in <i>Reading Street</i> are provided in <i>First Stop on Reading Street, Grade 6.</i></p>	<p>For detailed instructions on administering program assessments, including how and when to use each and how results inform instruction and grouping, see <i>First Stop on Reading Street, Grade 6,</i> pages 47–60.</p>
<p>Professional Development</p>	<p>4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?</p>	<p><i>Reading Street</i> is designed to meet the needs of all individuals responsible for delivering instruction to students, including classroom teachers, literacy coaches, teacher's aides, and principals. To that end, program professional development can be readily customized to meet a variety of needs and levels of experience. Determining which professional development resources will be most useful and how to customize those resources is at the discretion of the individual district or school.</p>	<p>Customizable professional development resources in <i>Reading Street</i> include the following.</p> <ul style="list-style-type: none"> • <i>First Stop on Reading Street, Grade 6</i> • Instructional support notes in the teacher's edition that address whole class, small group, and ELL instruction • Teacher's edition instructional scripting and modeling of skills and strategies • MyPearsonTraining.com (free online professional development available 24/7)



<p>Professional Development</p>	<p>5. Does the PD provide support (e.g. principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?</p>	<p><i>Reading Street</i> provides in-class modeling and online professional development support available 24/7 to provide additional training and follow-up.</p>	<p>Professional development support provided in <i>Reading Street</i> includes the following.</p> <ul style="list-style-type: none">• First Stop on Reading Street, Grade 6 for program research base, classroom management suggestions, and information for teaching critical elements of literacy• MyPearsonTraining.com for anytime online training and support• Teacher's edition support for addressing a variety of learning styles and grouping for instruction
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